

**Standard:**

3 <sup>rd</sup> Grade	3.S.2.2 Using presentation strategies when communicating.
4 <sup>th</sup> Grade	4.S.2.2 Using presentation strategies when communicating.
5 <sup>th</sup> Grade	5.S.2.2 Using presentation strategies when communicating.

**Purpose:**

- The students will demonstrate successful communication through a non-verbal activity.

**Materials needed:**

- None

**Instructions:**

- Students are asked to form a line in sequence of their birthdays. (Jan.-Dec.)
- NO TALKING!
- Students must find a way to communicate with the others to get into the line.

**Adaptations:**

- The students may line up from tallest to shortest.
- The teacher may classify the students into groups (blue-eyed group, tennis shoes, age, etc.)

**References:**

- None

**Standard:**

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| 3 <sup>rd</sup> Grade | 3.L.1.1, 3.S.2.2 Listen attentively and focus on the speaker. Use presentation strategies when communicating orally. |
| 4 <sup>th</sup> Grade | 4.L.1.1, 4.S.2.2 Listen attentively and focus on the speaker. Use presentation strategies when communicating orally. |
| 5 <sup>th</sup> Grade | 5.S.2.2 Listen attentively and focus on the speaker. Use presentation strategies when communicating orally.          |

**Purpose:**

- The students will demonstrate active listening and use presentation strategies when communicating orally.

**Materials needed:**

- Chairs

**Instructions:**

- Divide the class into groups of six to eight.
- Players sit in a circle and are assigned names of car parts.
- The storyteller tells a story of an auto trip while walking around the circle.
- As the storyteller tells the story, the parts mentioned get up and follow him/her.
- When the storyteller yells “Blowout!” Each player scrambles for a seat.
- The one left out becomes the next storyteller.

**Adaptations:**

- None

**References:**

- [www.gameskidsplay.net](http://www.gameskidsplay.net)

**Standard:**2<sup>nd</sup> Grade

2.R.1.1 Use phonological cues to identify consonant blends.

**Purpose:**

- The students will use and identify consonant blends.

**Materials needed:**

- Tennis ball or potato
- List of blends: ou, ow, au, ar, ur, ph, gh, tch

**Instructions:**

- Have the students stand in a circle.
- The teacher will throw a tennis ball and call out a blend.
- The child will catch the ball and say a blend.
- If the word is a blend, all of the students will hop forward once and back twice.
- Keep repeating until all the students have a turn.

**Adaptations:**

- Students may also spell the word.

**References:**

- None

**Standard:**2<sup>nd</sup> Grade

2.R.1.1 Use phonological cues to read unfamiliar text.

**Purpose:**

- The students will recognize common compound words.

**Materials needed:**

- Two small pools
- Labeled fish

**Instructions:**

- The teacher will need to make the fish in advance and place them in the ponds. For example: “foot” should be in one pool and “ball” in the other. Be sure to arrange the fish so that the words are NOT showing.
- The fishermen will work in pairs to catch the fish. They will be required to hold hands during the duration of the fishing derby.
- When the teacher gives the signal to begin the derby, all the fishermen will run to one of the ponds and catch a fish. They must take the fish and put it into their net.
- Then, the pair must run to the other pond and find the match for their fish.
- If they can’t find the match, they may return the first fish to the pond and make another catch.
- The derby continues for a set period of time or until all the fish have been caught.

**Adaptations:**

- You may use blue bulletin board paper for your ponds if you don’t have two small pools.

**References:**

- None

**Standard:**

3 <sup>rd</sup> Grade	3.W.3.1 The students will identify nouns.
4 <sup>th</sup> Grade	4.W.3.1 The students will identify nouns.
5 <sup>th</sup> Grade	5.W.3.1 The students will identify nouns.

**Purpose:**

- The student will identify nouns.

**Materials needed:**

- Digital camera
- Printer

**Instructions:**

- Send students in small groups to hunt for nouns periodically throughout the day.
- They will take pictures on the school campus of people, places, or things.
- The teacher will print off their pictures.
- The students will create noun books with their pictures.
- The students will share their books with lower elementary students.

**Adaptations:**

- None

**References:**

- None

**Standard:**

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|-----------------------|--|
| 3 <sup>rd</sup> Grade | 3.W.3.1 Use appropriate mechanics, usage, and conventions of language. |
| 4 <sup>th</sup> Grade | 4.W.3.1 Use appropriate mechanics, usage, and conventions of language. |
| 5 <sup>th</sup> Grade | 5.W.3.1 Use appropriate mechanics, usage, and conventions of language. |

**Purpose:**

- The students will identify verbs found during recess.

**Materials needed:**

- Index cards
- Markers
- Tape

**Instructions:**

- Give each student two index cards and a marker.
- Explain to the students that the purpose of the activity will be to identify verbs that we engage in during recess.
- Each student will write a different verb on each index card and place it on an area of the playground in which that action can take place.
- To conclude the activity, the class will collect and discuss the verbs on the index cards.

**Adaptations:**

- None

**References:**

- None

**Standard:**4<sup>th</sup> Grade

4.W.3.1 Apply grade appropriate mechanical usage, and spelling conventions of language.

**Purpose:**

- The students will identify verb tenses.

**Materials needed:**

- None

**Instructions:**

- Students will scatter around the room into their own personal space.
- The teacher will read a sentence to the students.
- The students will: skip for past tense, hop for present, and do a jumping jack for future tense.
- The sentence will contain a past tense, present tense, or future tense verb.
- According to which verb tense is presented, the students will make four locomotor movements.  
Ex. the teacher will say, “Sherry ran to the store.” the students will skip forward four times.

**Adaptations:**

- None

**References:**

- None

**Standard:**

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|-----------------------|---|
| 4 <sup>th</sup> Grade | 4.S.2.2 Use appropriate language and presentation style for formal and informal situations. |
| 5 <sup>th</sup> Grade | 5.S.2.2 Use appropriate language and presentation style for formal and informal situations. |

**Purpose:**

- The students will use presentation strategies when communicating orally.

**Materials needed:**

- None

**Instructions:**

- Challenge two students to come up to the front of the room to speak.
- The audience chooses the topic.
- The two people must talk about the same subject at the same time for one minute.
- The audience then shows their support for the person they enjoyed best by standing in line behind them. The speakers then can lead a “follow the leader” parade with their group of supporters.

**Adaptations:**

- None

**References:**

- <http://www.gameskidsplay.net>